Mr. T. K. Krishna Menon.—There was an amendment to that section.

Mr. Thomas Manjuran.—Well, I should like to know what the Government propose to do before I proceed further. Twenty of them support me as this is a Party question. So the work may be minimised.

Mr. A. Sankara Menon.—Standing Orders require amendment in some places and the Government have an idea of amending them. What is the way in which it should be done is under the consideration of the Government. There are certain inconsistencies in the wording of the orders as the Hon'ble Member for Trippunittura stated. After the amendments required have been tabled, they may be referred to a committee and according to the opinion of the committee the matter may be brought before this House and considered.

Mr. Thomas Manjuran.—I think that at least early steps may be taken. I beg to withdraw.

Hence the following amendment was withdrawn with leave.

After clause 6 (2) of the Standing Orders, introduce the following:—

"When the notices of Bills and Resolutions, after their precedence has been fixed by the procedure laid down in Standing Order clause 6 (2), come up before the Council, any Member may move that the notice of a particular Bill or Resolution may be taken up first for consideration in spite of the precedence already fixed. If that Member's motion be carried, on being immediately put to the vote, by a majority in the Council, precedence shall be given to the particular notice of Bill or Resolution in question."

Resolutions on Matters of General Public Interest.

1. *Teaching of Hindi in Schools.*

Mr. K. Mohamed Seethi.—To-day being Friday, I must be in the Mosque between one and two. So I request that the resolution standing in my name may be taken up after lunch.

President.—Granted.

Mr. A. B. Salem.—Sir, before we pass from this subject I rise to point out that the first Standing Orders, ...

Mr. Thomas Manjuran.—Is it a point of order?

Mr. A. B. Salem.—Yes, it is a point of order. I rise to point out that the first Standing Orders of this Council are to be made by the Government and the remaining amendments or alterations or anything like that can only be made by this Council.

Mr. Thomas Manjuran.—Sir, I have withdrawn my motion; so,.....

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President.—There is no motion before the House.

Mr. A. B. Salem.—I have only to point out that amendments can be made by this Council alone.

Mr. Thomas Manjuran.—A point of order, Sir. In the face of the assurance that was expressed the next question will be to discuss it at an early meeting.

2. Consideration of the Finance Committee Report.

President.—Resolution No. (2) by Mr. K. P. Kannan Nayar.

Mr. K. P. Kannan Nayar.—I withdraw the resolution.

(*Hence the following resolution was considered withdrawn.*)

"*This Council recommends to the Government that in view of the shortness of the time at the disposal of the Members of this Council to study the voluminous report of the Special Finance Committee and in view of the extreme importance and complexity of the matters involved therein, any discussion of the report be put off for the present, and the report be considered at a special meeting of this Council convened at an early date.*"

3. Admission of Students to the College.

President.—Resolution No. (3) by Mr. C. J. Mathew.

Mr. C. J. Mathew.—I beg leave to move the resolution standing in my name.

"*This Council recommends that the power of admitting students to the University classes of the Maharaja's College, Ernakulam, be in future vested in an elected committee of this Council presided over by the Principal of the College*".

Sir, in the British parts, in Mysore, Travancore and elsewhere, as a rule, the admission into the educational institutions is confined to their students alone, and only if there is more space, it is thrown open to students coming from outside. Well, in our College, as it is, there is no such restriction. There is no rule to guide their policy. As a result, our students seeking admission elsewhere find it difficult to obtain admission there, and when they come back, they do not find accommodation here either. So hardship is felt by our students and this should be remedied as early as possible. Now, the entire power of selecting students for admission into the College is at present vested in one particular individual, the Principal of the College. I do not for a moment say that the Principal is incapable of performing this task, but I only wish to bring to the notice of the House that it would be much better if a committee be appointed, so that a few heads may together deliberate over each individual case of admission and decide, giving their full attention to the subject. This principle is found adopted in other

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the State can undertake easily. But the bringing of relief should be considered. It is certainly a matter of very serious concern. Government, I am sure, will grant an additional allotment for quinine for free distribution throughout the State, for which I think the Member for Chittur was bringing this motion.

Dr, A. R. Menon.—What I want to make clear is that quinine must be distributed through Anchal Offices.

Diwan Bahadur Dr. V. Verghese.—By various means it will be distributed. There will be travelling physicians who will take quinine from one malarial tract to another. The principle is accepted.

Dr. A. R. Menon.—The money will be granted in supplementary grants.

(*The resolution was, with leave, withdrawn.*)

Teaching of Hindi in Schools (contd).

Mr. K. Mohamed Seethi.—Mr. President, Sir, I rise to move the following resolution standing in my name and which runs thus:—

This Council recommends to the Government that the teaching of Hindi as a compulsory subject should be introduced in all the State Schools at least from Form III upwards."

In doing so, I may at once tell this House that I am fully conscious of my responsibility to the school-going population of the State in requesting the Government to add one more subject to their curriculum of studies. I move this resolution, not in the spirit of a dreaming idealist, but in the spirit of one who is sufficiently alive to hard realities. To those who have travelled beyond Malabar I may have to say little to convince them of the necessity of learning Hindi. Whether in the train or in the street, Hindi helps them as no other language does, even English included. One cannot have a comfortable day anywhere in North India without a knowledge of Hindi; because in those parts it is difficult for one to procure even food and water without at least a smattering of that language, however proficient one may be in English. It is a well-known fact that European officers in the Military and Civil Services learn Hindi as it is considered to be a necessary qualification for them. European business men in North India invariably acquire a working knowledge of that language. The reason for this unique power and prestige, which Hindi commands, is not far to seek. It is the mother-tongue of 14 crores in India and it is understood by 23 crores, or in other words, it is understood practically by the whole of India except the seven crores of South India. Bengali which comes next in point of its votaries claims only 5 crores while the other languages lag far behind. All of you know that our mother-tongue (Malayalam) cannot boast of even one crore

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of adherents, their number being 70 lakhs. The province of Kerala is practically cut off from the rest of India, not so much by the mountain ranges called the Western Ghats, as by the linguistic bar that prevents a free and unfettered intercourse between the people of this part of the country and those of the rest of India. This is a serious handicap to our growth in every direction, economic as well as political. The genius of this country and its people is as much unknown to those outside as theirs is to us. This isolation of our province deprives us of the manifold advantages that we may otherwise have. The expansion of our trade and commerce, the opening of wider opportunities for our young men who are suffering the bitter fruits of unemployment and even wider spheres of activity for our professional men are but some of the patent advantages we may derive from keeping ourselves in touch with the rest of India. The disadvantages resulting from our isolation can be avoided only by establishing a link and a medium to connect us with the other parts of India. That link, you will agree, is a language common to both. Now we have to consider which among the several languages of India has the best claim to be adopted as a common language. English is, I may at once say, out of the question. As a result of half a century of English education under the aegis of a mighty Government, who made it a compulsory and primary language, only less than 2 per cent of our population know English. It is well to bear in mind that this low percentage includes many who speak that tongue indifferently and few who can boast of speaking what is called "King's English". The experience of English in this country is not only a striking illustration of its incapacity to become the common language of India, but also serves as an irresistible argument that no foreign language can hope to be the language of this country from one end to the other. So let us restrict our choice to the vernacular of India. As I indicated in the beginning of my speech, Hindi stands above and apart in the entire roll of the languages of India in point of its overwhelming claims to become the common language of our country. You will agree, I am sure, that the acid test of any language in this respect should be "maximum benefit with minimum effort'. My respectful contention is that Hindi eminently satisfies the above test which no other vernacular can even think of. We see that out of the 30 crores of our Indian population 23 crores or 80 per cent know Hindi. It is easier to learn than any other vernacular owing to the comparative simplicity of its grammar and syntax and also owing to the fact of its being current coin to some degree at least in every province of India. For the above reasons, Hindi, if adopted as the common language, would knit together

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the people of this country with the greatest economy of our time and energy and thus satisfy the test that I have enunciated.

If the necessity of a common language and the claim of Hindi to be such are conceded, then arises the need to devise the best means to propagate it. The resolution, I have the honour to move, is but the result of an honest attempt in this direction. Our schools have the control of the pliant and the impressionable minds of a large section of our country-men, I mean, the school-going population. As psychologists would say, a language is taught to a boy or girl much more easily than to an adult. From this it easily follows that Hindi has its best field in our schools, and my resolution but makes a very modest request to the Government to place that field open to Hindi for a certain period.

I do not think that there is any Member in this House who may seriously oppose the idea of Hindi being introduced as an optional subject. If at all there is any objection to my resolution, it can only be to its recommendation of Hindi as a compulsory subject. I shall try to answer this objection as briefly as I can. The objection is based on the ground that the introduction of Hindi would add to the heaviness of the already heavy curriculum of our studies. I may at once say that my resolution makes the teaching of Hindi so light that it would be looked upon by our students as a hobby rather than as a serious subject of study. The teaching is to be distributed over a period of 4 years, and considering the fact that a Malayali won't take more than 3 months to acquire a working knowledge of Hindi, provided he devotes one hour to its study every day, the teaching recommendation in the resolution is bound to be hardly irksome. Besides, by the time our students reach their third form, they acquire a sufficient grounding in their vernacular, and the teaching of a new language like Hindi at that stage will not cause any hardship due to the so-called multiplicity of languages. On the other hand, Hindi may be learnt with complete ease by the help of their own vernacular. I may state in this connection for the information of this House that in England two languages are taught in their Public Schools. I remember to have read somewhere, I believe in his great work "Anticipations", the views of Mr. H. G. Wells, about the teaching of languages to young students. The great thinker and educationist, who is an experienced school-master to boot, is of opinion that not less than eight languages may be taught to a pupil before he attains his sixteenth year over and above the other subjects forming parts of the curriculum of studies, and that without causing him the least over strain. This view would, I am sure, appear fantastic

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to many. I have referred to it simply to draw the attention of the advocates of the theory of heaviness to the other side of the question. With regard to the alternative proposal that Hindi may be made an optional subject in our schools, I have only to say that the proposal not only defeats the object of my resolution, which is nothing but the speedy propagation of the language, but it also results in something worse. We know how the introduction of optional subjects works in actual practice. Hindi has been tried as an optional subject in some British schools for a number of years, but you may be surprised to hear that there was only one student who could be sent up to the Public Examination held by the All-India Hindi Prachar Sabha. The introduction of the subject as an optional subject will involve the same expenditure to the Government as it would if it were introduced as a compulsory subject, but the result will be singularly poor. Teachers will have to be appointed in all the schools, but the number of pupils who really learn the language will be very few indeed. I would, therefore, submit that the introduction of the subject as an optional is not a business proposition even from the Government point of view. It is clear from what has been said that the introduction of compulsion will not add to the burdens of the Government. It does not add to the burdens of the students either as I have tried to show. The general feeling in the country on this question may also be referred to in this connection. Three representative public meetings of the intelligentsia of the State have passed resolutions requesting this House to pass my resolution. A meeting of the ladies of Trippunittura have also passed a similar resolution. The students of the Cranganur Girls' High school have signified their support of the resolution and have demanded a Hindi teacher. The presence of a number of our sisters in the Gallery is a living indication of their interest in the passing of this resolution.

The cultural value of the teaching of Hindi should also be considered in this connection. Hindi has a vast and rich literature. It can boast of several works which, by the loftiness of their ideas, may be rightly termed epics. It contains a large number of modern scientific treatises also. So the teaching of Hindi is certainly profitable to our students from the point of view of culture.

I may, in this connection, refer to the opinion of one of our illustrious ex-Diwans of the State, *viz.*, Sir T. Vijayaraghavachariar on this important question. He has expressed in unqualified terms his strong approval of the necessity of introducing Hindi as a compulsory subject in our schools and colleges.

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Sir, in passing this resolution, we will be setting a most brilliant and ennobling example to the whole of India, and that will be only consistent with the high standard of culture attained by this enlightened State (*hear, hear*). It will be an act which is bound to be recorded in letters of gold in the annals of our country, and posterity will vie with one another in singing the praise of those responsible for it. With these words, Mr. President, may I request this House to pass my resolution with the warmth and enthusiasm which it so richly deserves?

Mr. A. B. Salem.—Sir, I rise to second this resolution. There is no resolution brought here which deserves greater attention than this resolution from a national point of view. The birth of a nation is always shrowded with the birth of a common language in any country. With these few words, I support the motion. The main speech I leave to the Lady Member.

Mrs. G. Pavitran.—Sir, I rise to support the resolution, and in doing so, I am only giving expression to the considered opinion of the ladies of our State as embodied in the resolutions passed by them at meetings held at Ernakulam, Trichur and Trippunittura. The resolutions have been forwarded to me, and, with the permission of the President, I shall read them. The meeting held at Trippunittura was presided over by Sreemathi V. K. Lekshmi Kutty Neythiyaramma, consort of H. H. the 1st Prince of Cochin, and it is to this effect:—

"This meeting of the ladies of Trippunittura requests the Cochin Legislative Council to pass and the Government to accept the resolution recommending the introduction of Hindi in the State schools as a compulsory subject."

(Sd.) V. K. LEKSHMI KUTTI AMMA.

The public meeting held at Ernakulam was presided over by Mrs. Velayudha Menon, our Head Mistress, and the resolution runs as follows:—

"This public meeting of the ladies of Ernakulam, held under the auspices of the Hindi Vidyarthini Mandal, Ernakulam, requests the Members of the Legislative Council to urge upon the Government the necessity for making early arrangements for the teaching of Hindi in schools."

(Sd.) Mrs. VELAYUDHA MENON,
Chairman of the Meeting.

Two resolutions were passed at the meeting of the ladies held at Trichur, and they have been forwarded to me by the Secretary, Sreemathi T. C. Kochukutti Amma and they are:—

From

The Ladies of Trichur.

Through

The Secretary, Hindi Vidyarthini Mandal, Trichur.

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To

Mrs. G. Pavitran, M. L. C.,
Ernakulam.

Madam,

We have the honour to submit herewith a copy of the resolutions passed at a public meeting of the ladies held on 20th Karkadagam 1103.

Resolution 1. "That it is highly necessary that Hindi should be made a compulsory subject of instruction in the Cochin State Schools."

2. "That the above resolution be communicated to the Lady Member of the Cochin Legislative Council requesting her to communicate the same to the Members of the Legislative Council."

We have the honour to be,
Madam,
Your most obedient servants,
T. C. KOCHUKUTTY AMMA.
(for the ladies of Trichur.)

A resolution to the same effect passed at a meeting of the citizens of Ernakulam has also been sent to me by the President, Mr. A. Sankara Puduval.

"This Public Meeting of the Citizens of Ernakulam requests the Members of the Legislative Council to vote unanimously for, and the Government to accept the resolution of Mr. Mohamed Seethi, M. L. C, recommending the introduction of Hindi, our national language, in the State schools from III Form upwards, as a subject of compulsory instruction".

(Sd.)
Mr. A. SANKARA PUDUVAL,
Chairman of the Meeting.

My object in placing these resolutions before the House is only to make it quite clear that in supporting this proposal I have got the public opinion of the women of our State behind me. As for the arguments for the compulsory introduction of Hindi in the Schools of our State, I do not think it necessary to reiterate them here as that has already been done very effectively by the Memorandum on Hindi issued to us, Members of this Council, by Mr. W. P. Ignatius, the organising Secretary of the Dakshina Bharat Hindi Prachar Sabha. I shall, in passing, only touch upon one or two salient features of that Memorandum which strike me as particularly important. The very first thing is that in the making of the Indian Nation a common language is absolutely essential. Any student of History, especially of modern times, will find that the struggle of a nation for its fullest growth has always gone hand in hand with the

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revival of the national language. The examples of Italy and more recently of Ireland would amply bear this out. There is no need for me to stress this point further, for I hope there would be no one in this House who does not desire to see India a Nation in the near future. The foundation for all our arguments for the introduction of Hindi is this—that a common language is necessary for national evolution and that Hindi is the only language which satisfies all the requirements of a national language. If this is accepted by us, the next step naturally follows, namely, that we should make the study of Hindi compulsory in our Schools so that at least the citizens of to-morrow can boast of a national language. I am fully aware that there may be practical difficulties in the actual working if this proposal is carried out. The first idea that suggests itself to the official mind is probably the cost of it. At a rough estimate an amount of Rs. 10,000 will be necessary in order to enable the State with a fully qualified Hindi Pandit on a salary of Rs. 30 per month and other incidental expenses. If one teacher serves more than one school, in that measure the amount will be brought down. I do not think our Government will grudge this comparatively small amount for a scheme which is sure to prove beneficial in many ways to the citizens of our State.

Another objection to the proposal may be that it would add to the curriculum which is admitted to be already heavy. In answer to this I wish to say that Hindi, in fact, adds very little to the Syllabus, for a study of the language for 6 months will be sufficient to enable the students to appear for the School Final Examination. At one period a week, the course may be 4 years, *i. e.*, 160 periods. When this intensive study is distributed over four years from Forms III to VI, it would become very light indeed. Moreover all that is aimed at in the proposal is only to give the student a working knowledge of Hindi and not any literary proficiency. In addition to this Malayali students will find it particularly easy to study Hindi since it has a close kinship with it. Hindi and Malayalam are sister tongues both deriving their inspiration in grammar and construction from Sanskrit.

From actual experience we find that boys and girls take to the study of Hindi very willingly realising as they do its importance as a national language, and as they have taken to it as if to a pleasant hobby. It is note-worthy in this connection that very great success has already been achieved by the Pracharakas in Trichur and Ernakulam in the short space of three months. In fact they find that they have no time to hold classes to meet the demands of all the students.

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I may also mention that the movement for the teaching of Hindi has spread very much especially among the ladies. Quite a large number of classes are being held every day for ladies at Ernakulam, Trichur and Trippunittura.

(1) 400 students at Ernakulam and Trippunittura.— 200 ladies.

(2) 120 at Trichur. 90 ladies.

(3) A teacher is being sent to Cranganur where there are 70 ladies already enlisted.

It may interest Members here to know that the Hindi Vidyarthini Mandal at Ernakulam is publishing a manuscript magazine every month. The movement has already started in full swing and all that is required is an impetus which would carry it a long way. Before closing I wish to urge that there is a special reason why our Government should interest itself in carrying out this proposal. Progressive as our State is in the education of its citizens, it is but just and proper that our Government should take the lead in adopting a measure of such national importance, and thus justify its proud position among the Native States of India.

Mr. P. Krishna Menon.—On a point of imformation. Roughly how many teachers will be required if it is to be made compulsory from III Form upwards? Do we require 30 or 40?

Rao Sahib Mr. C. Matthai.—I would put it at 80.

Mr. P. Krishna Menon.—How many high schools are there?

Rao Sahib Mr. C. Matthai.—He said it should be introduced from III Form.

Mr. A. L. Antony.—Is it in vogue in Travancore?

Rao Sahib Mr. C. Matthai.—No.

Mr. C. J. Mathew.—The Lady Member was suggesting that with Rs. 10,000 the work would be possible.

Rao Sahib Mr. C. Matthai.—It is not possible in my opinion.

Dr. A. G. Menon.—We shall request the Government to speak.

Rao Sahib Mr. C. Matthai.—I shall put the Government view of the matter. In the first place, I should like to say that Government realise the importance of Hindi both from the cultural standpoint and the utilitarian standpoint. There is no difference of opinion on that score. And as has been made clear by the speakers on the subject, by the Members on the other side who have spoken already, we started the teaching of this language only a few months ago and remarkable progress has already been made. Well, that shows that the attitude of Government is one of entire sympathy. Every facility is being

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afforded, schools are being placed at the disposal of the public wherever there is a demand and every other assistance is being rendered, so that it has been possible to achieve this remarkable success in such a short period of time. The question we have got to consider now is whether the time has come to introduce this useful subject of study as a compulsory thing in our schools, mind you, it is not in High Schools alone but in all Secondary Schools from Form III upwards. The Member, who moved the proposition, said that he knows of countries where two languages are taught, three languages are taught, and so on. Well, I know of no country where three languages are compulsorily taught. In Europe there are little countries like Switzerland, Belgium, where two languages are taught. In a country like England or Germany, there is only one compulsory language.

Mr. A. B. Salem.—It may be confined only to High Schools. What will be the cost?

Rao Sahib Mr. C. Matthai.—It may come to about Rs. 20,000 or Rs. 25,000 annually. The number of High Schools that we have at present is 38 or 39. We have got now two languages as compulsory.

Well, as regards the strain on the minds of the pupils I said that there is no country that is attempting more than two compulsory languages. The learning of a foreign language to the mind of a child is a great strain. That is a fact that has got to be admitted. Already there is the complaint that the curriculam of our Secondary Schools is over-burdened. Now, if we make Hindi another compulsory subject there is no denying the fact that we shall be adding to the burden of our curriculum. We are not independent in regard to the drawing up of the curricula of our High Schools. We have to frame our courses of instruction in accordance with what prevails in Madras, so that to make a particular thing compulsory, another thing optional, and so on, we have not got entire discretionary power in these matters. We are a part of the Madras system. We have got to admit that fact. If we add to our curriculum, add to the burden of it by making another subject compulsory, it may not be a wise step. And by making it compulsory are we likely to make it more popular? As it is, we find that it is proving attractive and school pupils and others are taking keenly to it. By making it a compulsory subject of study in our schools and a regular part of the time-table, are we not likely to create an aversion? I can understand a grown-up person who knows the utility of the study, its cultural aspect—I can understand his being actuated by a desire to learn the language. But, when you put it in the school curriculum, you must remember that it may

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not be possible to present the subject in that way. So that by making it compulsory we may not be furthering our object. What Government does now is to stand behind and render every necessary help. You may be taking away that incentive by trying to have it taught compulsorily like Arithmetic, Geography or History. We are all actuated by enthusiasm. Government is not less enthusiastic than the non-official Members on the other side who have spoken. But then let us pause and deliberate and see whether by adopting this particaulr course we shall be actually helping the realisation of our aims.

We have got to see what the natural out-come of our action would be after two or three or four years. Government does not take up a definite attitude in this matter. What Government would say now that, is to take a precipitate step like this on the spur of the moment—by an order of Government make this subject compulsory and alter the curriculum—it might not tend to promote the interests we have at heart. And then reference was made to the fact that Hindi is largely spoken outside and that our young people who learn Hindi will have new fields of employment thrown open to them, and so on. But let us make the position clear. Our mother-tongue ought to be compulsory and then there is the question of English and of another national language like Hindi. If you are in a position to say that you can safely drop English,then the substitution of Hindi as a compulsory language is possible. For instance, I am not in a position to speak about the whole of India, but I can speak from a knowledge of our little State and how our young men who go out of our schools and colleges get employment. If you look at the statistics of Cochin you will be surprised at the number of our young men who seek and find employment outside. What is it due to? For instance, take the higher services outside, take the Indian Civil Service,the Indian Educational service, the Financial service, the Medical, the Engineering, the Railway and other departments outside. You will find that Cochin is as well represented in British India as any other Indian State not merely by proportion but in actual numbers. The proportion, considering the smallness of our State, is simply stupendous. We find our young men all over India employed in useful ways and earning a good name for themselves and for our country. What is this fact due to? In the first place, we must attribute it to the natural grit and push of our young men. In the second place, it is due to the standard of instruction that we have been maintaining in our educational institutions. Our young men and women who go out of the country find that they can hold their own and more than their own with those from other parts. And as regards

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their equipment what helps them more than anything else is the fact that our standard of English is comparatively high, so that our young men, who go to Bombay or North India, or Burma, Ceylon, the Federated Malaya States, or South Africa or anywhere else, find the task before them easy by reason of their equipment. That is due to our standard of instruction and particularly to their knowledge of English. Now there is no doubt, if we have to take an Indian language as the *Lingua Franca* of India, Hindi should be given predominance by reason of its being the most wide-spread of Indian languages. But then, what language will you say is the *Lingua Franca* of the whole world to-day? There can be no difference of opinion as regards that. If there is any one language that can claim to be the *Lingua Franca* of the world, that is the English language. (*Hear, hear.*) So, if you are going to choose between the two, ..

Dr. A. R. Menon.—We are not going to choose.

Rao Sahib Mr. C. Matthai.— Let us face the issues. Well, I think you will agree with me that, for the time being, as things stand now, when I say that three compulsory languages would be too much of a strain for our children, ..

Mr. C. J. Mathew.—Do you think from your vast experience that unless it is made compulsory more than half of our boys would take to it?

Rao Sahib Mr. C. Matthai.—Very many things that are not compulsory are largely taken up by our boys and girls, and very many things that are compulsory are often looked upon with disgust, weariness, and aversion. (*Hear, hear.*)

When you make Hindi a subject of instruction in our schools, we cannot teach it in just the sort of way useful for commercial purposes or useful for purposes of travelling and so on. If you are going to teach it in schools, you have got to teach it in a scientific, in a methodic way, and not in a slipshod fashion. That would take away from the cultural and educative value of the thing. I heard Members on the other side say that it could be taught in 6 months and so on. I am rather sceptical about it. I don't know if you could teach it in the same way as you do Sanskrit, English and Malayalam, in 6 months or 12 months in our High Schools. I can understand when you say that whoever wants to study it should be given the necessary facilities. But when you advocate compulsion the question becomes complex, and what the Government would now say is it would be a precipitate and an ill-advised step on our part before weighing the consequences to commit ourselves to this course and to begin teaching it as a compulsory subject straight-away in all our Secondary Schools. There need be no violent hurry about a thing like that. As regards the introduction of a new subject

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of study, if we think it is going to be for the benefit of the country, we shall see that there are no obstacles put in the way, and if there are any, we have got to remove such obstacles.

Mr. K. P. Kannan Nayar.— I cannot understand you. Are you supplying the necessary facilities now? Have you got teachers to teach that?

Rao Sahib Mr. C. Matthai.— The request came only about 2 months ago. And what we have done is we have thrown open schools in all places from where the demand came.

Mr. K. P. Kannan Nayar.—The boys are now paying, I suppose?

Rao Sahib Mr. C. Matthai.—They make their own arrangements. What I would say is, if there are students, who are anxious to learn the language as it ought to be learnt, and if we get applications, we shall provide for the teaching in our schools. Till now no candidate has expressed his or her desire to take it as an optional subject or as any other subject for examination. When applications come we are going to provide for it and draw up a curriculum according to the standard of our classes, and conduct examinations and issue certificates. Supposing there are sufficient numbers coming forward we are prepared to open classes and appoint teachers. One difficulty is, it is very difficult to get qualified teachers.

Mr. K. Mohamed Seethi.—The Hindi Prachar Association will supply you.

Rao Sahib Mr. C. Matthai.—We are not prepared to accept their standard. Before we accept their standard we have got to satisfy ourselves that it is a really satisfactory standard and whether we can get qualified men in sufficient numbers and whether they are prepared to accept places in the Cochin State. Can you do it in one month or 2 months or 3 months? If there are men coming forward you have got to test them before they are allowed to come into your schools and begin teaching your classes. What I say is it is not a thing that can be done in a hurry.

Mr. C. J. Mathew.—Are there not examinations qualifying men in Hindi?

Rao Sahib Mr. C. Matthai.—We have no prescribed tests. For all our teachers we have got tests. They have got to pass such and such examinations. The Primary teacher has got to pass certain examinations, and so the Lower Secondary teacher and the Upper Secondary teacher. Similarly we have got tests for Music, Drawing, Sanskrit, Arabic and Hebrew. These things are the result of several years' work of the Department. Now all on a sudden if you are going to thrust this upon

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us, what are we to do? We have got to make certain preliminary arrangements. What I say is, it is not lack of sympathy, but it is the realisation of all these practical difficulties. You may make it an optional subject. We are prepared to accept it and then we shall appoint teachers as far as qualified men are available.

Mr. A. B. Salem.—We have understood the position of the Government. Government is prepared to introduce it as an optional subject and appoint teachers.

Dr. A. R. Menon.—Sir, we have heard two speeches here in introducing and in seconding this subject. It is a typical example of how a question ought to be argued, and we have heard the reply to those arguments from the Education Member. It is very curious when the case is very weak the Hon'ble Member makes it so very large; I have rarely come across persons who can talk for such a long time to give so little information as the Hon'ble Member. (*Laughter.*)

Your question turns to one point and one point alone, whether we should resort to compulsion or whether we should leave it to the good graces of the boys themselves. In this matter it seems to me that school boys have a greater sense of responsibility than the adults who are supposed to dictate to them and to teach them. It seems to me that they have realised the usefulness of this measure, and they have conducted meetings at which I was the President at least once, and they unanimously condescended to have this additional burden imposed upon their shoulders. The Director of Public Instruction pointed out to the House that rarely in any country two languages are taught.

Rao Sahib Mr. C. Matthai.—Compulsorily.

Dr. A. R. Menon.—I admit that. But is this country to be placed in the same level with Germany, France or England? Are we situated in the same position as these countries are?

Rao Sahib Mr. C. Matthai.—But most of our children are not like most of our fathers.

Dr. A. R. Menon.—There is little difference. And our boys are born to bear additional burden, if you want to realise a position on the same footing as those independent nations. In this country, people are born to bear additional burden, and I fail to see why our boys should not bear some burden. Especially when the boys themselves and the girls themselves are willing to bear the burden, why, in the name of common sense, may I ask, the Department is putting up such a fight on these flimsy grounds?

Rao Sahib Mr. C. Matthai.—May I just say a word? That is an argument in my favour, because, if children are taking to it themselves, there is no necessity for compulsion. You are taking away that attractive feature altogether by making it ompulsory.

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Dr. A. R. Menon.—The same mentality was exhibited when my friend, the Member for Khaddar, as we used to call him because of his enthusiasm for it, brought a resolution, and you, Sir, gave us the same reasoning, and I, like a silly fool, took all those arguments—I have the example of the result in not making it a compulsory subject. The result has been, to this moment, it has not succeeded in the schools as it would have succeeded, had I the wisdom to second him.

Rao Sahib Mr. C. Matthai.—We have taken it as compulsory, and the measure of success should be attributed to making it compulsory.

Dr. A. R. Menon.—Therefore, an element of compulsion is essential. That which is got easily is not worth possessing and is little valued. That which is difficult to get is worth possessing. Therefore, the mere fact that it is difficult makes it all the more desirable to possess it. The points have been clearly stated in this House by both the Muslim Member and the Lady Member how it affects from a commercial point of view and the various other utilitarian points of view. But my case is different. When we sit here as legislators to consider what measures should be taken, we are not only concerned with the Education Department and their worries, troubles and their difficulties in getting masters. We have to take a higher conception of our duty, and it is the duty of statesmanship to probe into the womb of the future and find out what the conditions in this country will be in another 20 or 25 years and how at that time shall we be prepared to play our part in the wide country that you call India. The only way in which this heterogeneous mass living in this sub-continent could be brought together and made a homogeneous one is by one common language which will serve as a cement to hold together the various fragments. A common language alone will give a spirit of unity and a spirit of nationality, and hence it is the duty of those who sit here to view this matter from that point of view and impose this additional burden necessary upon our students, for a little burden imposed upon them to-day will lighten the burden that they will have to bear hereafter in the near future. That is the way this question is to be looked into Now the answers, "we cannot get teachers from the Hindi Prachar, their standard is not suitable" are not arguments that ought to have been advanced in this House. You must carry, when you discuss this question, you must have a higher conception; you must place it on a higher level; not the conception of the rupees, annas, pies that the boys can get. It is this consideration that should weigh you. It is a necessity for a common language for the future regeneration of our country that ought

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to appeal to all of us. It is from that view this House must decide this question and not from the point of view of the Director's difficulty in meeting the situation or the boys' additional burden. No case has been made out by the Director in his reply that this question should not be placed on a compulsory basis. I say you will not succeed unless you place it on a compulsory basis. Therefore, it must be placed on a compulsory basis.

Sir, it is a great pity that you, of all the persons who come here, who take a keen interest in current views, should not have shown a greater sympathy than you have done this afternoon. If there is one Member on that side who takes a keener interest for current topics and who enters into the feelings of the younger generation, it is you yourself. If there is one Member on that side who commands an affection, the like of which is given to no one, it is yourself, because most of us who sit here have sat at one time or other at your feet, and the devotion of Indian pupils towards their *Acharya* is a devotion that is seen nowhere else in the world. (*Hear, hear.*) This firm belief, this ardent aspiration that your name may be connected with a movement which will commemorate your memory even when I shall see no more and when my tongue shall utter no word—it is with this aspiration and this aspiration alone that I again press this matter upon you and not to meet your argument based on such, may I say, flimsy grounds! (*Hear, hear.*) I place the matter before the Members of the House.

Mr. E. Ikkanda Warriar.—Sir, I wish to say only one or two words. I wish to support this motion. The main argument advanced by the Hon'ble Member for Education is that it would be a heavy strain on the boys. I shall suggest a remedy. It will kill two birds at one shot. There is a subject now taught in our High Schools, called the British Empire History. It gives a heavy strain to the boys and girls of the High Schools and there is real and universal grievance about it. Government never considered the strain it causes before they introduced it. They have to study worlds' history in fact by asking them to study this subject. There are no good text-books on this subject and the teachers also have no idea as to what they should teach. Each teacher follows his own syllabus. Some persons who are not on the teaching staff set and value the examination papers. This gives rise to much heart-burning to the students. The teaching of Hindi will not cause 1/4 nay 1/10 of the strain that is now caused to the students of the High School by studying this subject. Sir, another argument raised is that Hindi will lose its charm if taught compulsorily. It will never. Will a rose lose its

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fragrance and charm if every girl is compelled to wear one every day? I emphatically say no.

Rao Sahib Mr. C. Matthai.—May I just offer a word of explanation to clear some misunderstanding? The Member in his speech has heaped encomiums on me as well as condemnation.

Dr. A. G. Menon.—That is only an appeal.

Rao Sahib Mr. C. Matthai.—He admits that I am not a very unsympathetic individual and he asks us to consider this question in a different way. But I would just ask him to consider if I have the sympathy for which he gives me credit, and I have also long experience especially in matters connected with education—if after having thought about this particular subject I have expressed the attitude that I have expressed just now, there must be some reason behind it. (*Hear, hear.*) I would ask the House to consider that we are dealing with a technical matter. It means a reconstitution of the curriculum of studies in our schools. The Member for Urakam just now said, why not take away this subject and introduce that subject. Let us not tamper with the curriculum of studies in a haphazard manner. That is not a thing that we can decide in a body like this. It would be like asking what is the best remedy to cure a particular disease, what is the best way to construct a canal and things of that sort.

Mr. A. B. Salem.—We have understood all that.

Rao Sahib Mr. C. Matthai.—Such a thing is not to be decided in a haphazard fashion in an assembly like this. What I would advise is, we need not give up the idea, but let us not commit ourselves in a precipitate manner. This requires long deliberation and longer thought than we can afford in a meeting like this.

Mr. A. B. Salem.—I move that the question be now put.

Mr. C. J. Mathew.—I second it.

(*Motion put and agreed to.*)

President.—The question before the House is,....

Mr. K. Mohamed Seethi.—I was denied the right of reply.

Rao Sahib Mr. C. Matthai.—I want to say one more word.

Dr. A. R. Menon.—The discussion is closed.

President.—The discussion is closed.

Mr. K. Mohamed Seethi.—I have to make one amendment, Sir. I want to insert "from Form IV upwards" instead of "Form III upwards".

Mr. T. K. Krishna Menon.—Who moves that, please?

Mr. A. B. Salem.—I move that amendment.

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The resolution that "This Council recommends to the Government that the teaching of Hindi as a compulsory subject should be introduced in the State schools at least from Form III upwards" was put and agreed to.

Dr. A. G. Menon.—Sir, I have a grievance to place before you. Some of our Party Members are given seats far away from us, and we find it very difficult to have some Party questions settled when the meetings are going on, and we have to disturb this House. So next time our seats may be given in a compact block.

Mr. T. K. Krishna Menon.—That is a matter which should be left to the President to decide.

Dr. A. G. Menon.—I am placing my grievance before him. I never commanded him.

Mr. T. K. Krishna Menon.—It may be in a letter and not in open Council.

Dr. A. R. Menon.—What is the objection for our saying it here? Where is the provision that we should not say these things here?

9. Committee to consider the Special Finance Committee Report.

Mr. Thomas Manjuran.—Sir, I am right glad that my resolution comes as the last piece of business. Since the Leader of our Party wants the rest of the time I shall withdraw.

Hence the following resolution was deemed withdrawn:—

"This Council resolves to recommend to the Government that a Committee consisting of 7 members, 3 officials, to be nominated by the Government and 4 non-officials, to be elected by the vote of the non-official members of the Council, be constituted for considering the recommendations of the Special Finance Committee and recommending to the Government as to which of these recommendations should be accepted by the Government and in what order, and with what modifications, if any. The Diwan will be one of three official members and will be the Chairman of the Committee.

The Committee so constituted will have all the powers given to the Special Finance Committee, in all matters and in every respect."

Concluding Speech of the Leader of the Progressive Party.

Dr. A. G. Menon.—Sir, before this important session is brought to a close, I rise with great pleasure to thank you, Sir, on this last day of the Budget Session, on behalf of the Progressive Party which I have the honour to lead. You have guided our deliberations as the Speaker of this House in an

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